

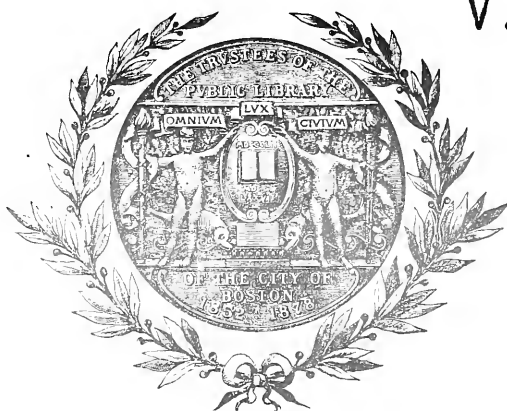
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ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE,

OF THE  
*City of Charlestown,*

DECEMBER, 1863.



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1864.





## SCHOOL REPORT.

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THE School Committee of the City of Charlestown make the following Report of their doings, and the condition of the Public Schools during the past year.

Conforming to the usual custom, the Board, at its first meeting, appointed a Committee on Finance, and instructed it to report an estimate of the amount of money which would be required for the Support of Schools, during the present financial year. The committee reported the sum of \$47,200, which was accepted; and the City Council were asked for an appropriation to correspond with the estimate. The appropriation when made was \$45,500, and the City's proportion of the School Fund, to be received from the State, which this year was \$1,013.93, and which added to the \$45,500, makes \$46,513.93, provided by the City Council for the support of Schools.

The expenditures will considerably exceed the sum appropriated, the committee having done much more than they expected to be called upon to do in repairs of School Houses, and having recently increased the salaries of the Teachers; a measure which the enhanced prices of every article of living, and the ex-

traordinary expenses occasioned by the war seemed to render just and necessary. The committee regret that they have been obliged to authorize expenditures beyond the sum appropriated, but it has seemed to be unavoidable. They have been repeatedly appealed to by petitions from the Teachers, for an increase in their salaries, and have delayed to grant them longer perhaps than they ought to have done, with the facts and the reasons given for the application being admitted and acknowledged to be good and sufficient; and they have no misgivings in regard to the increase which they have voted, except that under the peculiar circumstances of the case, it is too small. The repairs on the School Houses have chiefly been such as in our last Report we said would be required, and which with a proper regard to economy, no less than the comfort of the Schools, could not longer be put off. We might perhaps have been less thorough, and in this way lessened the balance which will be against us; but then we should have been liable to the charge of waste, which is as bad at least as as that of extravagance, and certainly much harder to bear than that of having done things well, although without full authority. Besides, when making our estimate we supposed that much which has been done by our committee would have been done by the Committee on City Property, and the cost charged to another appropriation. The increase in the salaries which will apply to the last half of the financial year is shown by the following statement: —

Principal of the High School from \$1,400, per annum to \$1,500							
Sub-Master “ “ “ “	900,	“	“	“	“	“	900
1st Assistant “ “ “ “	600,	“	“	“	“	“	650
2d, “ “ “ “	450,	“	“	“	“	“	475
3d, “ “ “ “	375,	“	“	“	“	“	400
4th, “ “ “ “	325,	“	“	“	“	“	350
Principals of Grammar Schools each	1,200,	“	“	“	“	“	1,300
Sub-Masters of “ “ “ “	800,	“	“	“	“	“	900
Assistants of “ “ “ “	325,	“	“	“	“	“	350
“ “ “ “ “ “	300,	“	“	“	“	“	325
“ “ “ “ “ “	275,	“	“	“	“	“	300
Teachers of the Intermediate “	350,	“	“	“	“	“	375
“ “ “ Primary Schools “	325,	“	“	“	“	“	350
“ “ “ “ “ “	300,	“	“	“	“	“	325
“ “ “ “ “ “	275,	“	“	“	“	“	300

The amount expended for Repairs of School Houses:

High School,	\$1,204.91
Bunker Hill School,	620.07
Warren “	757.58
Prescott “	128.43
Winthrop “	539.28
Harvard “	37.04
Primaries and Intermediate,	1,085.24
	<u>\$ 4,372.55</u>

The High and the Grammar School Houses are now in very good condition, except that improvement in the ventilation is as much as ever needed, and we still feel that some better and cheaper arrangement for heating could be substituted for the stoves now in use in several of these large buildings. We call attention to the fact that all the Grammar Schools are inconveniently full, and we recommend to the City Council the selection of a proper lot of land, and that the preliminary steps should be taken towards the erection of a new Grammar School House. The

most pressing need, however, is that of another building for the accomodation of several new Primary Schools, and the better accomodation of two of those already established; and our judgement is, that a brick building, located somewhere between Austin and Miller Streets, and west of Main Street, should be erected as early in the spring as possible.

## MUSIC.

Instruction in Music in the High and Grammar Schools during the past year, has been under the charge of Mr. W. H. Goodwin, and the committee have been well satisfied with his services. He devotes two hours in each week to each of the schools. On Mondays and Thursdays at 11 o'clock he is at the Winthrop School, and at 2 o'clock at the Prescott; on Tuesdays and Fridays at 9 o'clock at the Harvard, and at 11 o'clock at the Bunker Hill and on Wednesdays and Saturdays at 9 o'clock at the High School, and 11 o'clock at the Warren School. All the children have an opportunity to learn the rudiments and cultivate a taste for music, and pleasant—and we think profitable—hours are passed in this way.

Exhibitions of the classes in music have been given at the City Hall, and the parents of the children in each of the schools have had, or will have, an opportunity to listen to some of the songs which have been practiced and learned, and to form a judgment

in regard to the thoroughness of their instruction, the interest which they take in the study, and the influence which it will be likely to have on their disposition and characters. The exhibitions which have already taken place, have been very fully attended, and in our loyal community it was not strange that the evidence that the audience were "moved by concord of sweet sounds" was full and satisfactory.

The committee have no question as regards the value of this study in our schools, and the present arrangement with Mr. Goodwin is, we believe, an excellent appropriation of the time taken up by his instruction. At the rehearsals an exhibition of calisthenics practised in some of them was given, which elicited much applause; and it is believed that a little time devoted to this kind of physical exercise is not misspent. In the Primary and Intermediate Schools the children are taught to sing, as they always have been, by the teachers; and every time they join in their little familiar songs they furnish abundant evidence of the value of the exercise, and its good effect upon their minds and hearts.

### PRIMARY SCHOOLS.

On the 25th of July, Miss Frances Hichborn, teacher of No. 6, resigned, and on the 23d of the same month Miss M. C. Sawyer was transferred from No. 15 to fill her place, since which time Miss C. M. W.

Tilden has had charge of No. 15, who on the 18th of December was elected as a permanent teacher.

In May, a new school was formed in Ward 3, and placed under the charge of Miss H. M. Farrie, who was elected on the 5th of November. On the 3d of December the resignation of Miss F. E. Everett was received. These comprise all the changes which have taken place during the year. Many of the schools are over-crowded with scholars, and there is a pressing need of several new rooms to remedy this inconvenience. Better accommodations ought to be furnished for the school in Elm Street, and that in the Harvard Chapel. The schools are reported to be in good condition, and most of the teachers are possessed of such qualifications as will be likely to keep them so. There are a few still who fail to present such results as should entitle them to full confidence and favor. With many of the teachers, the remarks in the reports are highly commendatory, as the following extracts will show. "She has instilled her own promptness and energy into her scholars almost without exception, and it is a pleasure always to call upon her in her school." "The standard of this school is high, the pupils are thoroughly trained in whatever the teacher undertakes to instruct them." "We were forcibly impressed with the kindness, prudence and tact of this faithful teacher, and congratulate both parents and children in view of the benefits conferred by her." "The school has all the cheerful-

fulness of the nursery, and yet good order and discipline prevail." "The teacher and the pupils always seem to be in earnest in their employment." "She is accomplished, conscientious, and diligent, and her works praise her." The Sub-Committee on the schools referred to in our last annual report, in which the experiment of grading was being tried, speak of it as very successful, and recommend the general adoption of the plan when circumstances will permit.

## INTERMEDIATE SCHOOLS.

The reports in relation to these schools represent them as follows: Of No. 1, in March, the Committee says "The teacher has the school fully under her control, and is an energetic, faithful worker, and ought to be relieved from the superabundant numbers now thronging her room." In July he says, "There has been an entire transformation in the character of this school during the past year. The large, rude boys complained of in previous reports, have been gradually worked out of the school, many of them into the Grammar Schools." The examination exercises were exceedingly prompt and vivacious, reflecting great credit upon the teacher and indicating a high degree of interest and attention on the part of the scholars, twenty-seven of whom were sent up to the Grammar Schools. Of No. 2, the committee in his first report says, "Miss Pilsbury, who presided over its affairs so ably for two years, resigned on the first of December, and Miss Walker was appointed in her place. The School has felt the change, but the new teacher is a good one, and the pupils are making progress under her instruction."

In his second report the Committee says, "The School maintains its efficiency and usefulness. Twelve of the First Class have been thoroughly drilled through fifty pages of Colburn's Arithmetic, and will undoubt-



edly be able to enter the Grammar Schools one class in advance of the Primarians. The work of the Intermediate Schools is such as cannot be done so well anywhere else, and it is a matter of regret that no better accommodations can be furnished for this School than the poorly ventilated rear room in the Ward Room building in Ward 3. From these reports it will be seen that a more careful examination into the subject has confirmed the usefulness of this class of schools, and with the reforms and changes that have been made, they should be continued and not abolished, as we were questioning in our last report whether it might not be well to do.

## WARREN SCHOOL.

**Teachers.**GEORGE SWAN, *Principal.*WM. BAXTER, *Sub-Master.**Assistants.*

MARY A. OSGOOD,

JULIA A. WORCESTER,

MARIA BROWN,

V. A. M. L. DADLEY,

MARGARET VEAZIE,

HENRIETTA J. MERRILL.

MARY J. FULLER,

*Sub-Committee.*

GEORGE B. NEAL,

HENRY C. GRAVES,

THOMAS DOANE.

In their first semi-annual report, the Committee say, "The first division, under the charge of the Principal, assisted by one of the female teachers, was examined by Mr. Graves very carefully, who reports that he is well satisfied with the result; that he is pleased to find that the pupils are taught to think for themselves upon the subjects treated upon in their lessons, and that when a question is put which is not found in the books, they are prompt to make a correct reply. The second division, examined by the Chairman, and under the charge of the Sub-Master, showed a very remarkable improvement in all respects, since the last examination. The teacher has been faithful, zealous and successful with his division since he took charge of it at the end of the summer vacation, after his recovery from a long and severe illness. The parallel divisions in the school were ex-

amined by placing together the corresponding classes in each division, and putting questions alternately to a pupil in one, and then to a pupil in the other.— This, we believe, will have a good effect upon both teachers and scholars, as it will excite a spirit of rivalry between them to excel each other. All the divisions were found to be in a very good condition. It is our opinion the Committee add, that the Primary divisions would appear better than they generally do, were the pupils better prepared in the Primary Schools ; and we would recommend the adoption of the rule of the Boston School Committee, that the Principals of Grammar Schools be required to visit and examine those scholars in the Primary Schools, who are soon to be promoted into their respective schools. On the whole, the condition of the school is very satisfactory, and each teacher is deserving of the favorable consideration of the Board. In their second report, the Committee say, “From what we have seen of the school during the past term, we are happy to report it in all its departments, in a very satisfactory condition. The teachers, although not all equally qualified to teach, yet for the manner in which they endeavor to discharge their duties, and their general good success, are entitled to the approval and confidence of the Board.

## WINTHROP SCHOOL.

**Teachers.**

B. F. S. GRIFFIN, *Principal*, CALEB MURDOCK, *Sub-Master*.

*Assistants.*

MARY L. SHEFFIELD,  
SOPHIA W. PAGE,  
SARAH H. WOODMAN,  
ABBY M. CLARK,  
ARABELLA P. MOULTON,

MARY F. GOLDTHWAIT,  
EMILY B. BROWN,  
ELIZA A. WHITE,  
OLIVE E. FAIRBANKS,  
*Vacancy.*

*Sub-Committee.*

BENJAMIN F. BROWN,  
JAMES B. MILES,

JAMES LEE, JR.,  
ARTHUR W. TUFTS.

In March the Committee report upon the school as follows: "Its general condition during the last half year has been prosperous. The teachers, for the most part, have been zealous and earnest in their work, and thorough in their instruction, and the discipline has been good. The recent examination was of the most thorough character, and will result in much good to the school. The parallel divisions were brought together for examination, and great disparity in what was accomplished was found in some of them, although what had been attempted had been the same. In Arithmetic, the first division appeared particularly well, as did also several of the lower divisions, the pupils being made to understand that principles are to be discovered through the study of examples, and that rules are but the expression of principles.—

A few divisions fell below the expectations of the Committee, but one only to that degree that deserved censure: the percentage of correct answers being  $38\frac{6}{13}$ , while the corresponding divisions answered  $92\frac{6}{13}$ . In Geography, Grammar, History and Spelling, the examining committee express themselves as well pleased. The penmanship is better than at the previous examination, and in some of the divisions *marked* improvement has been made. The teachers are not careful enough in their instruction in penmanship, and many of them are decidedly careless in regard to the position and manner of holding the pens of their pupils. No system of instruction can be successful where the will of the Principal is not cheerfully executed by his subordinates, and we have, after much difficulty, succeeded in impressing this upon the minds of the female assistants. Truancy and irregularity of attendance have received special attention on the part of the Committee and teachers, and a new plan of looking after these cases promises good results.—The teachers are now required to go themselves to make inquiries of the parents in relation to absentees, instead of sending scholars as heretofore.—In their second semi-annual report the committee say, “Although the school is not in all respects all that we could wish, yet we feel confident that it was never in a better condition, and that it will compare favorably with any other school of the same grade. We believe all the teachers have en-

deavored to perform their duties faithfully and conscientiously, and are deserving of favorable mention at our hands."

## PRESCOTT SCHOOL.

### Teachers.

JOSEPH T. SWAN, *Principal.*

#### *Assistants.*

SARAH M. CHANDLER,  
H. A. T. DADLEY,  
HANNAH M. SAWYER,  
ABBY L. SWAN,  
JOSEPHINE M. FLINT,  
AMY E. BRADFORD,

ELLEN C. DICKENSON,  
MARY G. PRICHARD,  
EMMA L. WHITING,  
FRANCES M. CLARK,  
MARIA T. SAVAGE.  
*Vacancy.*

#### *Sub-Committee.*

ANDREW J. LOCKE,      TIMOTHY T. SAWYER,  
HENRY LYON,      WILLIAM B. LONG.  
GEORGE H. YEATON.

The Sub-Committee in March report as follows;—  
“After the examination which has just taken place, we are happy in being able to state that the general condition of the school is such as to warrant us in speaking of it in terms of commendation. In some studies, peculiar excellence and proficiency was manifested by some of the pupils; and considering the large number of scholars connected with the school, a laudable ambition for progress and improvement was plain to be seen. Some of the divisions have suffered somewhat during the past six months by the

temporary absence of their teachers on account of illness, notwithstanding the care taken by us in the appointment of substitutes. The school has four parallel fourth divisions, three parallel third divisions, three parallel second divisions, and one first division; each under the charge of a female teacher, with the exception of the first, which is instructed by the Principal assisted by a female teacher. In their second report, the Committee say, "The teachers seem to vie with each other in their efforts to promote the interest of the school, and secure for it a good reputation. One hundred and thirty-nine new scholars were admitted to the school during the last week previous to the August vacation, and twenty left for the High School, but two of the applicants for that school having failed of admission. The teacher of the division in the room in the basement of the building, labors under great disadvantage in consequence of a large per centage of absences, there being daily eight or ten more than in the corresponding divisions in the rooms above. There is, we think, a well-founded prejudice against the occupancy of this room as a school room by a large number of parents residing in the district. They think it is damp and unhealthy during a portion of the year, and the sickness of their children is often attributed to this cause. The number of children residing in the district is so large, that we have been obliged to form a new division, and to occupy the hall, which should be reserved for other purposes, for its accommodation.

## HARVARD SCHOOL.

**Teachers.**JOSEPH B. MORSE, *Principal.**Assistants.*ANN E. WESTON,  
SARAH E. ARCHER,  
MARTHA BLOOD,  
ELIZABETH SWORDS,ABBY B. FISKE,  
LUCY L. BURGESS,  
MARTHA M. PILLSBURY,  
*Vacancy.**Sub-Committee.*NATHAN A. TUFTS,                      JAMES ADAMS,  
ABRAM E. CUTER.

IN March the Committee remark, "A detailed report of the summer examination was not made owing to circumstances connected with the new system of organization adopted by the Board, leaving the present committee to perform the duty. We beg leave to say, that in effecting the change referred to, the committee regretted that one of the Principals of the school, —Dr. Cartee,— of much experience and of liberal culture, should be set aside. The Principal under the new system has given much care and attention to the several divisions, and the school now presents a unity of instruction adapted to the several grades of scholars. In our examinations of the school, we discover evidence of zeal and adaptedness on the part of the teachers, and good order and studious habits on the part of the pupils. The Principal, in addition to the instruction and oversight of his own division, extends



his care to the whole school ; marking the attainments and delinquencies of scholars and teachers, and good results are manifest from his frequent and thorough examinations of the several divisions. The first division is under the partial instruction of a female assistant, and the whole care devolves upon her when the Principal is engaged with other divisions of the school. We have been pleased with the manner in which this teacher performs her duties, and commend her to the Board as devoted and successful. The Principal is careful in his drill in his own division, and his influence in elevating the standard of instruction in the other divisions is acknowledged. His success in preparing scholars for the High School is an evidence of the thoroughness of his instruction.

The teacher of the next division of the school, has been for a long time favorably known to the Board, every committee on the school having commended her for her faithful and efficient teaching, and her kind and decided mode of discipline. Parallel divisions No. 2 were examined in close connection and comparison. The result was favorable to both teachers. Parallel divisions No. 3 were also examined together in the same room, both teachers being present, with an equally good result, and this remark will apply as well to parallel divisions No. 4 examined in the same way. The musical rehearsals at the City Hall have had a good influence in inspiring the scholars with a desire to learn the rudiments of music, and

much more attention is given to this study than formerly. In their second report, the committee, after giving a detailed statement of the examination of the classes in every study, showing highly satisfactory results, remark: "On the whole we were much pleased with the results of the examination, and we think it compared favorably with, and in some respects exceeded, any previous one. The day on which it took place was

- very hot and sultry one; but the order, nevertheless, was throughout the examination good.

## BUNKER HILL SCHOOL.

**Teachers.**WILLIAM H. SANDERS, *Principal.**Assistants.*

PHEBE A. KNIGHT,  
 MARY S. THOMAS,  
 JUDITH C. WALKER,  
 ABBY F. CROCKER,  
 SARAH J. MILLS,

MARIA T. DELANO,  
 MARY A. DAVIS,  
 MARTHA B. STEVENS,  
 CELIA E. C. GOODSPEED,  
*Vacancy.*

*Sub-Committee,*

CHARLES F. SMITH,      WILLIAM H. FINNEY,  
 GEORGE H. MARDEN.

THE Committee report in March as follows: "The condition of this school is in some respects better than at the last examination. The system of parallel divisions which has been in operation since last September, is working well. It has demonstrated what was before pretty evident, that we have in this school some able teachers, and some whose usefulness is much impaired. Length of service does not increase the efficiency of one, who at the start, has no natural faculty for teaching; and it is absurd to expect such a teacher to keep a division parallel to one under the charge of a teacher whose whole heart is in her work, and whose mind is ever busy, devising expedients for awakening the interest and increasing the knowledge of her pupils. The recent examination was very thorough, and conducted by bringing

together the classes of parallel divisions. The most prominent fault is, want of thoroughness, and neglect of small, but none the less important matters, such as punctuation, the proper use of capital letters, and constant drill of the multiplication and other tables.

There are five teachers now engaged in this school who have received their appointments since the last report was rendered. All of these teachers, though meeting with different degrees of success, are diligent, and earnestly laboring to increase the efficiency of the school, by cheerfully and uncomplainingly carrying out the directions of the Committee and Principal, which is higher praise than we can accord to some who have been longer in the service." In their second report the Committee say, "Considering the difficulties under which the school has suffered during the last three months of the term by reason of bitter quarrels among some of the teachers, and the changes made by the Board in consequence thereof, the result of the recent examination was quite satisfactory. Since the last report, we have had occasion to bring before the Board the opinions which the various Sub-Committees serving on this school for the past ten years, have left on record, concerning the Principal and his administration of school affairs. With the high praise which they award him, we see no cause to differ. The recitations of his division during the examination were unusually fine. In Arithmetic, the members of his

first class were examined over the larger portion of the book, and but two or three failures occurred in the oral questions. The principles which underlie the rules for square and cube root were illustrated by means of blocks, in a very clear and entertaining manner, showing a perfect appreciation in the minds of the pupils, of the reasons for each step in the operation of extracting the root. The Principal makes clear and logical thinkers of his pupils, instead of mere memorizers; and it is only necessary to visit his room and listen to his searching analysis of the lessons under consideration, to be convinced of the superiority of his style over that practised in some of the schools. At the last examination of candidates for admission to the High School, thirteen of the fourteen applicants from this school were admitted. The Principal's assistant is a thorough scholar, and her methods of teaching are all that could be desired. The second division, until recently under the charge of Miss Bigelow, passed a good examination. It is now under the charge of a lady of large experience, wholly devoted to her calling, who will undoubtedly make good the place of her predecessor. The first two parallel divisions have been for the past year under the charge of Miss Lund and Miss Crocker. It is no faint praise to the latter to say, that she has been able to keep her division parallel to that of so able and energetic a teacher as Miss Lund. Both divisions were under the complete control of

the teachers, and gave evidence of thorough and faithful training. The other divisions are not so satisfactory. In May, one of the teachers then in charge was obliged, by ill health, to ask for leave of absence, and under her successor, the division did not maintain its former standing, and in the other parallel divisions a marked difference was found, especially in the two lowest. This was owing, undoubtedly, to the continued ill health of one of the teachers, which on several occasions obliged her to be absent from school for two or three weeks at a time. One hundred and thirty-five Primarians passed a satisfactory examination and were admitted, so that the school is now filled to its utmost capacity.

## HIGH SCHOOL.

**Teachers.**

CHARLES E. STETSON, *Principal*, JOHN G. ADAMS, *Sub-Master*.

*Assistants.*

KATHARINE WHITNEY,

MARY CURTIS,

FRANCES M. READ,

HARRIETT E. LOVETT.

*Sub-Committee.*

TIMOTHY T. SAWYER,

HENRY LYON,

JAMES B. MILES,

HENRY C. GRAVES,

NATHAN A. TUFTS.

IN their first report the Sub-Committee remark, "The result of the examination is given in the accompanying statement by members of the Committee, in regard to the condition of the classes whose recitations were heard by them. The general condition of the school is good. The teachers are industrious and faithful in the performance of their duties, and the Committee have had to consider only the question, whether the tact, efficiency and influence of each, were equal to the requirements of his or her position. A teacher may be devoted and persevering, and yet fail to interest the pupils, or to accomplish what is necessary to gain the confidence of parents, or to give satisfaction to the Committee. Good scholarship and excellence of character should always be appreciated, but they will not alone insure success; and their influence will be much weakened if they are not united with a proper knowledge of

human nature, and the faculty of conforming somewhat to the condition of things about us. Ease of manner with readiness and clearness of explanation are very essential qualifications; and if these are lacking, full success can hardly be expected. These remarks we have thought it proper to make at this time, as qualifying to the statement that the general condition of the school is good, and the teachers industrious and faithful. The Principal and all the female assistants, with the exception of the newly appointed one, have heretofore been reported decidedly successful, and we have no different judgment to give now. The newly appointed female assistant, it will be observed, is spoken of in high praise by the member of the Committee who examined her division." Mr. Miles reports upon the classes examined by him as follows: "I examined the classes pursuing classical studies, both in the department of the Principal and the Sub-Master. These comprise, in the Principal's department, two classes in Virgil and one class in the 'Anabasis of Xenophon,' and in Mr. Warren's department, two classes in Latin and one class in Greek; and it gives me pleasure to say, a large majority of the pupils in these several classes acquitted themselves well.

The recitations of some of them were characterized by marked excellence. The more advanced scholars under the instruction of the Principal, including those preparing to enter college at the next commencement,



gave evidence of a commendable appreciation of the advantages enjoyed, and of close, diligent and faithful application. In their translations, it seemed to be the endeavor to combine precision, literalness and elegance. They also had evidently attended with much accuracy and thoroughness to Syntax, and nice grammatical points, so that, on the whole, their examination was satisfactory, inasmuch as it showed their habits and methods of study to be correct, and such as to give promise of progressive advancement in the future ; and it was at once a valuable testimony to their own fidelity, and that of their instructor. Of the pupils under the instruction of the Sub-Master, I would say, the performances of the most of the members of the first division in Latin, as also the class in Greek, were in many respects excellent, while those of a number of the members of the second division in Latin were defective in nearly all respects. The pupils of the first division, almost without exception, were able to render the Latin with more than common promptness and accuracy ; but they did not show a sufficient degree of familiarity with the rudiments and minutiae of the Grammar. This want of familiar knowledge of grammatical principles and rules was the prominent defect in the examination of both classes in Latin. The class in Greek in this division is composed of beginners, and they seem to be starting well."

Dr. Lyon reports as follows : "I examined the first

assistant's classes in French, History and Physiology, and found them proficient in their several studies. I have been much pleased whenever I have been present at the recitations of the classes, with the evident conscientious devotion of the teacher, and the apparent respect and confidence of her pupils. I also examined several classes in the second assistant's division, in French, History and Rhetoric, all of which appeared to me to have been well drilled and instructed, and to have made creditable progress. The teacher is an excellent one, but has labored under the disadvantage of not being in good health. The third assistant does an immense amount of labor in her efforts to initiate her pupils into the rudiments of Latin and French. She is thorough and devoted. The material upon which she has to work, the lower classes, does not offer the best field for display, and the result of her labors does not appear to be satisfactory to herself. I think, however, that due allowance being made, her classes showed well at the examination. She is an able and faithful teacher.

Mr. Tufts, who examined several classes under the instruction of the third and fourth assistants, in Reading, History and Arithmetic, was well satisfied with the condition of the classes, and reports the fourth assistant as able, devoted to her work, and deservedly popular with the scholars.

The public examination of the school took place

on the 20th of July, and was attended by a large number of the parents of the scholars and friends of the school. Each of the teachers conducted the examination of his or her classes, interrupted only by occasional questions from members of the Committee, asked to test the accuracy and thoroughness of the pupils' instruction. The exhibition was that of the usual business of the school, and those who were present had an opportunity to hear a recitation or review in every branch taught, and to observe the manner of each teacher in conducting the recitation. The Committee felt proud of the school on the occasion, and they are glad to believe that its appearance was only an evidence of industry and faithfulness on the part of the teachers during the whole term.—The number of the graduating class this year, was seventeen; fifteen girls and two boys, to each of whom a diploma was presented, as fully deserved; the teachers being of opinion that no better class has ever left the school. The two boys had been fitted for college, and were subsequently admitted to Harvard; one of them without conditions.

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During the year which is now closing, we think that something has been accomplished in the way of improvement in the schools, and on the whole, we

feel safe in saying that they are in better condition than they were a year ago. We hope, too, that they will compare favorably with the Public Schools in the neighboring cities and towns. The change in the system made last year, and which placed all the Grammar Schools under a single head, is thought to have worked well, and the responsibility thrown upon the Principals has, for the time at least, created a new interest, and increased the energy and efficiency of all the teachers. The reports upon the schools seem to indicate a more strict, and we hope healthier discipline, and unless it shall appear that there is an unseen influence which is opposed to harmony, and that generous good feeling which is so valuable among teachers, we may conclude that the discipline has been improved. It takes time, however, to determine the real influence of changes, and what seems to be a gain, will sometimes prove otherwise. We hope, however, that what has been done with a view to increase the usefulness of the teachers, and the value of the schools, will prove to have been done wisely and well.

We close our report with a few general remarks, the result of our observation in regard to the needs of our schools. For the Primaries, kind hearted and truthful persons, whose manners are unexceptionable and whose example of habits and temper can always be patterned after with safety by the children, should alone be selected for teachers. The books used in

these schools are of very little consequence compared with the charm and influence of the teachers, whose ability to teach what is contained in the books forms the least part of their duty. But few of the scholars fail to accomplish what is expected of the books, while many, we fear, leave school in much ignorance of those better things which depend upon the character and example of the teachers. And the same remarks will apply as well to the teachers of the Grammar and High Schools; although as we advance something more is wanted in the way of attainment and excellence in the knowledge of the world and of books. But what we *do not* accomplish, has more to do with the want of forbearance and patience, and a wholly reliable character in the teacher, than the want of excellence in the school books, or of attention and study in the scholar; and the record of corporal punishment, if it was kept as it should be, in conformity with the rule fixed by the Board, would, we believe, prove the correctness of this statement.

One great trouble with our Grammar Schools grows out of the idea that the work to be done in them is to prepare scholars for the High School, instead of thorough and complete instruction in the important studies assigned to them. Parents and teachers, we fear, have come to think that this is the only object of the Grammar Schools, and the test of the merits of our Grammar-School teachers is in the number of their scholar admitted to the High school at the

annual examination of candidates. And this is the reason why all the pupils in our Grammar Schools aim at admission to the High School, even though they have no intention of remaining, and have made up their minds to engage in some trade or business within a few months of their admission. We think the importance of the studies pursued in the Grammar Schools can hardly be overstated, and their value is intrinsic. It is not to fit scholars for the High School, that our Grammar Schools are maintained, but to give our children an opportunity to become thoroughly acquainted with those important studies which will be absolutely essential in the management of practical affairs, and which form the basis of all true education. Latterly, too, it has been observed that but very little attention is given to Penmanship, a most important art, the study of which it will not do to neglect or slight in our schools. The subject of Penmanship is now in the hands of a Committee of the Board, who are to report some plan for its more uniform and complete instruction. Authority also has been given to employ a teacher of Penmanship, a few hours in each week, in the High School.

The Course of study in the High School remains the same as it was when we made our last report. But the question whether its usefulness would not be increased by a change, is frequently raised by the parents of the pupils, and in the Board; and during the past year there has been a good deal of discus-

sion upon it. The Sub-Committee of the school have now under consideration, the subject contained in the following order, passed by the Board some time since.

Ordered—That the Committee on the High School be directed to consider what measures can be adopted so to divide the school into departments as to enable the pupils to pursue either the study of the Classics or of the advanced “English branches,” at the option of the parents.

So far as inquiry has been made, it has been found that experienced teachers are divided on the subject, although they all attach great importance to the study of Latin. The majority of those who have been consulted, are quite decided in their judgment that the change would not be desirable, and the experiments which have several times, since the establishment of the school, been tried to accomplish the object proposed by the order, have entirely failed. The reason of the failure has been, that but a very small number of the parents, when asked if they desired to have their children leave off the study of Latin, have answered in the affirmative, and in most cases the scholars who were anxious to be relieved from the study of Latin, were those who would be equally anxious to be relieved from the whole list of studies.

Many of the parents have an erroneous idea in regard to the time taken up by the study of Latin in

the school, and seem to think that it is made the principal study; when the fact is, that the English branches occupy about five-sixths of the time. It has also been supposed that it was on account of Latin that so few boys graduate, but this hardly needs refutation. When we consider the fact that in schools instituted especially for study for a particular end, such as West Point, Boston Latin, Boston High, &c., the number of graduates is small compared with that of those admitted; we cannot be much surprised that the number who leave a school like this, established to give a good general education, and where but very few have any particular aim on entering, is very large; and especially if we give any thought to the ages of the boys, and the necessity which so many of them must feel of earning a living and getting started in life. In considering the order, however, the committee have determined to do everything which will enable them to judge fairly, whether any changes can be made in the management of the school, or the arrangement of the studies, to remedy defects or increase its usefulness; their aim being to promote the true interest of the children who attend it, and as far as is consistent with the objects of the institution, to gratify the wishes and conform to the tastes and circumstances of those who contribute to its support. And with this view they have authorized the Principal to visit several High Schools where the course of study varies from ours, to make such



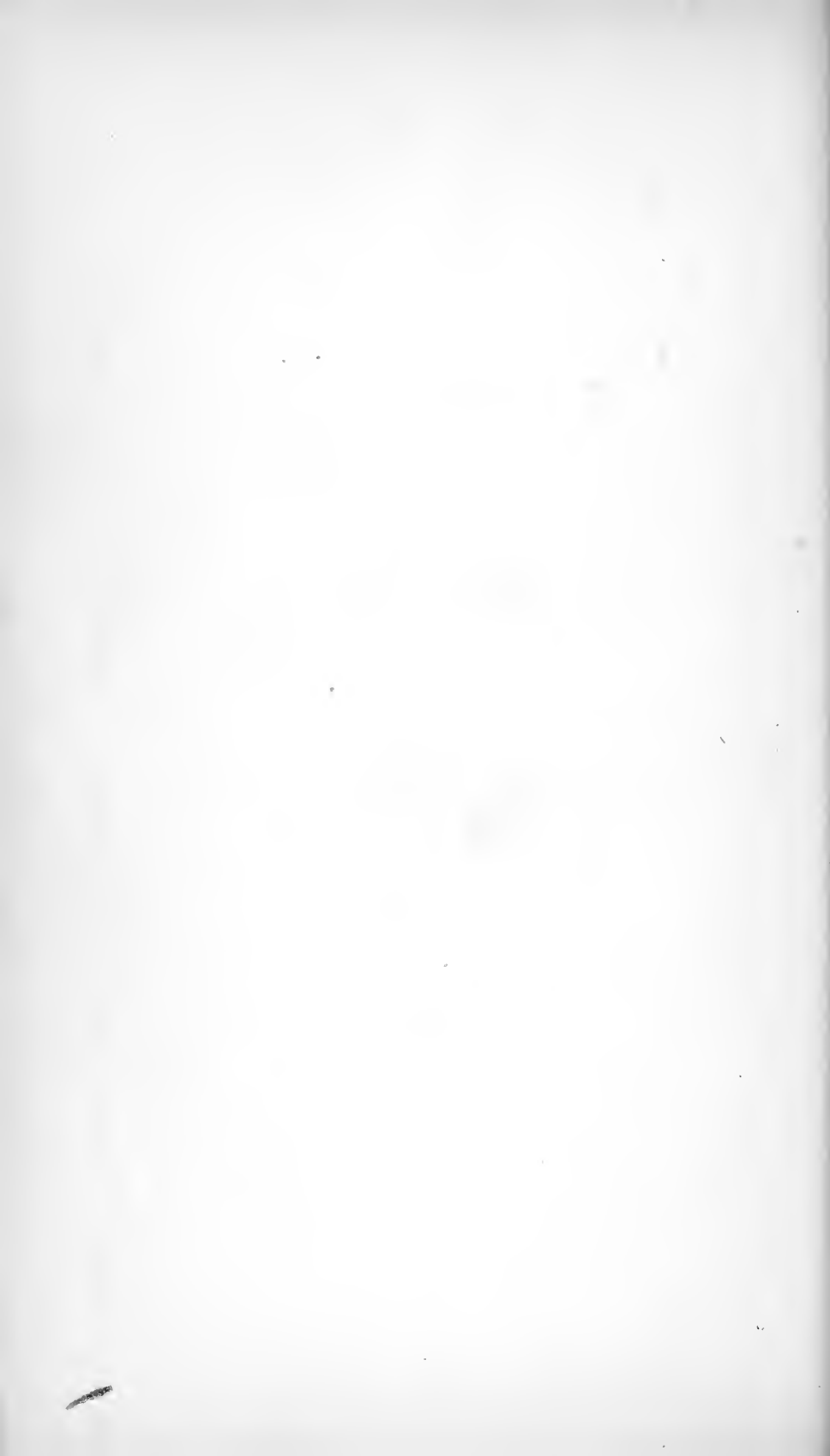
enquiries and examination as will enable him to decide what changes, if any, can be made.

We are still of opinion that the interest of the schools would be promoted if the City Council would pass an ordinance establishing the office of Superintendent of Schools; and we believe a proper person could be found to fill the office. An educated man, a practical teacher, with some business knowledge, set about the work of scrutinizing and improving our schools, would find enough to occupy his attention, and tax his skill; and if faithful in his examinations and advice, there can be no doubt the work of educating our children would be more thoroughly done than it is now. He could wake up a new interest among the teachers, and by comparisons of one school with another, keep alive and active the feeling of responsibility which is so essential in dealing with children. With such an officer, the labor of the School Committee would not, perhaps, be much lightened, but their work would be systematized, and their services made much more valuable. We really hope that the City Council will allow the experiment to be tried, and give a favorable response to this last appeal for the establishment of the office of Superintendent of Schools.

By order of the Committee;

TIMOTHY T. SAWYER, *President.*

CHARLESTOWN, DECEMBER, 1863.



# SCHOOL RETURNS AT THE SEMI-ANNUAL EXAMINATIONS.

High, Grammar and Intermediate  SCHOOLS.	Term ending February, 1863.											Term ending August, 1863.										
	Whole number during the term.	Boys.	Girls.	Whole number at close of term.	Boys.	Girls.	Average Attendance.	Present at Examination.	Over 15 years of age.	Under 15 years of age.	No. of visits of Committee.	Whole number during the term.	Boys.	Girls.	Whole number at close of term.	Boys.	Girls.	Average Attendance.	Present at Examination.	Over 15 years of age.	Under 15 years of age.	No. of visits of Committee.
High School.....	146	40	106	131	33	101	139	131	107	27	24	127	34	93	110	22	88	116	110	89	21	28
Bunker Hill School.....	660	322	338	526	250	276	438	451	20	506	70	580	280	300	443	208	235	404	449	17	426	101
Warren School.....	452	238	214	374	195	179	357	347	11	363	54	417	226	191	359	177	162	331	305	12	327	31
Winthrop School.....	508	293	305	515	244	271	434	447	9	506	88	541	262	279	455	210	245	376	389	11	444	77
Harvard School.....	478	220	258	395	195	200	329	352	2	393	43	434	220	214	344	179	165	302	313	14	330	61
Prescott School.....	758	388	370	643	325	318	551	581	26	617	44	668	337	331	565	299	266	525	462	17	548	34
Intermediate School, No. 1.....	122	74	48	84	50	34	61	74		84	5	126	73	53	60	34	26	54	50		60	2
do do No. 2.....	86	59	27	54	37	17	37	43		54	10	89	51	38	73	39	31	46	57		73	9
	3300	1634	1666	725	1329	1396	2316	2439	175	2550	338	2982	1483	1499	2389	1168	1221	2154	2135	160	2229	349

No. of Schools.	Term ending February, 1863.											Term ending August, 1863.											SUB-COMMITTEES OF Primary Schools.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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